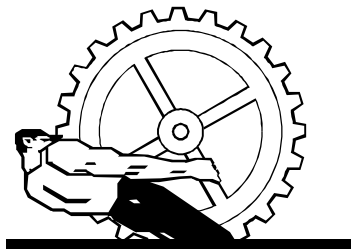


# ENLISTED TRAINING GUIDE

This guide provides general enlisted specialty training information. This information applies to all enlisted specialties, regardless of Air Force Specialty Code (AFSC) or Special Duty Identifier (SDI). This information is IAW AFI 36-2201, Developing, Managing, and Conducting Training, and AFM 36-2247, Planning, Conducting, Administering, and Evaluating Training. For specific instructor qualification training information and guidance, see the SDI 8T000 Career Field Education and Training Plan (CFETP), the Enlisted Professional Military Education (EPME) Policies, Procedures and Guidelines, USAF EPME Procedural Guidance, and other applicable EPME publications.



Your EPME world is unique. You are in the business of teaching others. An integral part of this business includes providing quality training for your EPME instructors. In order to make sure your instructors are the best they can be, you place a great deal of emphasis on the qualification training process, and focus closely on guidance provided through EPME channels. Because of this focus, enlisted specialty training may hold a low priority in the big scheme of instructor training. However, the policies and procedures set out by the Air Force publications mentioned above, are still the basic rules of engagement for managing your school's training program. This guide is a refresher, a reminder of the basic responsibilities held by all supervisors, regardless of the AFSC or SDI they or their people hold. Use this information to enhance your knowledge and improve your training program.

## Topics

1. Initial Orientation & Evaluations
2. Master Task Listings
3. Master Training Plans
4. Training Documentation
5. Upgrade Training Requirements
6. Where to go From Here

## 1. Initial Orientation & Evaluation

In order to do our job and do it well, we need to know what is expected of us, and whom we can turn to for help. This rule holds true for those who work for us. If you do not take the time to outline and communicate your expectations, you can expect nothing. When your new personnel arrive, instructor or administrative specialist, the first thing you must do is conduct an initial orientation.

Your initial orientation should include information regarding the following topics:

- Organizational Mission
- Chain of Command
- Duty Position Requirements
- Training Requirements
- Performance Expectations
- Introduction of Co-Workers
- Uniform Requirements
- Duty Hours
- Facility Maintenance Requirements
- Security
- Safety

This list is certainly not all-inclusive. You should use it as a baseline for your own orientation, providing more, but no less information. In addition to providing an orientation for your newcomers, you also need to evaluate their training status. The initial evaluation provides this opportunity.

The **initial evaluation** is used to identify existing skills, and training requirements. Your initial evaluation should consist of the following actions:

- Issue applicable CFETP (if necessary)
  - Ensure new personnel have a clear understanding of both Part I and II of the CFETP
- Use the CFETP to identify current duty position requirements
  - Circle core tasks
  - Circle any other tasks required in duty position
  - Evaluate and validate previously certified tasks
    - Explain standards used for the evaluation and validation
  - Identify tasks requiring training
    - Establish and document a training plan for tasks requiring training
    - Include standards for performance, time frames, methods of training etc.

The items listed above are minimum requirements; you can always go above and beyond, adding school and work center specific information.

The initial evaluation must be completed within 90 days of assignment, regardless of AFSC or SDI. Ideally, the orientation and evaluation will happen concurrently over a period of several days. Attachment 1 is a sample work sheet you can use to conduct your sessions. The documentation of the orientation and evaluation becomes a permanent entry in the individual's training record.

## **2. Master Task Listings**

When conducting your initial orientation and evaluation, how do you know what tasks the individual requires for their duty position? You could guess, but the easiest way to determine the requirements is to use your Master Task Listing (MTL). You should create an MTL for every AFSC or SDI assigned to your organization. The MTL become the basis for creating or revising an individual's duty position requirements. All work centers should have an MTL IAW AFI 36-2201, para 4.11.1.1.

To create your MTL you will need as a minimum, the appropriate Specialty Training Standard (STS), and an AF FM 797, Job Qualification Standard Continuation Sheet, if applicable. The STS is found in Part II of the CFETP. This document is used to identify work center and individual training requirements. The AF FM 797 is used to list locally identified training requirements not listed in the STS. The following procedures apply to the STS, and the 797.

Identify (by circling):

- -All STS tasks required in the work center to include core tasks and wartime or contingency taskings.
- -5-Level upgrade requirements (if applicable)
- -7-Level upgrade requirements (if applicable)
- -Certifiable local tasks on an AF Form 797 (if applicable)

Make your MTL user friendly. The purpose of the MTL is to make your job easier, not more complicated. If you use symbols or colors to identify specific duty position or skill level requirements, be sure everyone who uses it understands how to interpret your symbols and colors.

You may maintain your MTL any way you like; you can use an AF Form 623, a six-part folder, or even a 3-ring binder. Choose what works best for you. You may even wish to include a Master Training Plan (MTP) with your MTL.

## **3. Master Training Plan**

An MTP is not a mandatory requirement, but it's a smart thing to have. Why? Because like the MTL, the MTP makes planning and conducting training easier. You can keep your MTP in the same binder or folder as your MTL.

Here's a sample MTP construction blue print:

- Priority Task Listing
  - Indicate logical task sequence based on:
    - Task Importance
    - Task Sequence
    - Simple to Complex

- List the methods used to provide training
  - Demonstration-Performance
  - Briefing/Lecture
  - Combination
  
- List approximate length of time to provide training
  - 30 Minutes
  - 2 Hours
  - 7 Days
  
- List formal classes or courses
  - Mandatory
  - Nice to have

By listing this information and including it with your MTL, you can see at a glance, the **who**, **what**, **where**, **when**, and **how** of your training program.

#### **4. Individual Training Documentation**

Documenting training is not difficult. Documentation becomes difficult only when it has been neglected and ignored. At this point, a molehill becomes a mountain, and no wants to climb that mountain. When it comes to documentation, it is best to conduct regular records reviews and documentation updates. Taking a few minutes every week to review and update is time well spent. This time is even better spent if you know exactly what needs to be done, and how to do it. This section will **not** focus on 8T000 instructor training documentation, but on general documentation of the AF Form 623, STS, AF Form 797, and the AF Form 623a, On-the-Job Training Continuation Sheet. These forms are used for all enlisted personnel and are not 8T000 specific.

#### **AF Form 623-OJT Record**

It does not take a rocket scientist to document this form. It does however; require you to read each block to understand what information is required. There are currently 2 versions of the 623 available, Jul 84 and Oct 96. Both are acceptable for use.

*Click here to view Jul 84 version*



OUTSIDE COVER

#### **Section I, Identification Data**

- \* Ensure name is correct
- \* Correct grade or rank (in pencil)
- \* SSN#
- \* PAFSC, DAFSC and CAFSC (in pencil)
- \* Date Entered Training (DET) and training to AFSC (in pencil)

NOTE: Fill in the date entered training (DET) and training to AFSC only if a person is in upgrade training (UGT).

## **Section II, Orientation and Certification**

- \* Current supervisor's name (in pencil)
- \* Trainee's signature
- \* If 623 is recreated, the individual recreating the documentation enters their signature

### **2. INSIDE COVER:**

## **Section III, ECI/CDC Participation**

List all completed Career Development Course(s) (CDC) or other ECI courses. Enter course number, title, number of volumes, and date completed.

## **Section IV, Technical and Supervisory Training**

List all technical and supervisory courses completed. Example: Technical schools, Air Force Training Course, EPME schools.

*Click here to view the Oct 96 version*



### **1. OUTSIDE COVER;**

## **Section I, Identification Data**

- \* Ensure name is correct
- \* Correct grade or rank (in pencil)
- \* DAFSC or Job series (in pencil)
- \* Trainee Signature
- \* Date record initiated/Transcribed

### **INSIDE COVER:**

## **Section II, ECI/CDC Participation**

List all CDC(s) ECI courses completed. Enter course number, title, number of volumes, and date completed.

## **Section III, Technical and Supervisory Training**

List all technical and supervisory courses completed. Example: Technical schools, Air Force Training Course, EPME schools.

## **Documentation Procedures for an Individual STS/797**

Pull out your MTL (and MTP if you have one); you will need it for this process. Compare the individual's CFETP with the MTL and follow the next steps.

***If a task is identified on the MTL as required for the duty position or skill level you must:***

- \* Circle the task on the individual's STS (in pencil).
- \* For each training requirement, enter a start date when training begins (in pencil).
- \* Enter a completion date when training is complete.

- \* Trainee' initials when training has been completed.
- \* Trainer's initials when training has been completed.
- \* Certifier's initials (Core and critical tasks only).

***If the trainee is qualified on task from a previous section or assignment, but not required in the present duty position you must:***

- \* Erase **only** the **circles** on those tasks
- \* Leave start and completion dates.
- \* Leave the certifying officials and trainee's initials.

What if you must transcribe old CFETP documentation to a new CFETP?

**TRANSCRIBING PROCEDURES** (See attachment 2 for more information)

***If transcribing a previously certified, required task:***

**Core/Critical Tasks**

- \* Circle the task.
- \* Enter the date the document was transcribed
- \* Enter trainee's initials
- \* Enter certifier's initials

**Non-core Tasks**

- \* Circle the task
- \* Enter the date the document was transcribed
- \* Enter trainee's initials
- \* Enter trainer's initials

***If transcribing an old CFETP to a new CFETP, and a previously required/certified task is not required in the current work center you must:***

- \* Enter the old completion date
- \* No initials are required

NOTE: After all information has been transferred to the new document, the old training document is given to the trainee.

**Decertification:**

To decertify an individual who is no longer proficient at a required task, erase all STS or 797 entries associated with the task. Supporting documentation will be filed along with an annotation on an AF Form 623a or approved local documents to reflect the reason for de-certification.

**Recertification:**

Once retraining is started, enter the new training start date. After completing the task to the "GO/NO-GO" level (can or can't do the task), re-certify using the procedure for initial certification.

## 5. Upgrade Training Requirements

EPME assignments are special duty assignments; therefore, you may never get a 3-level trainee assigned to your school. However, you may have a 5-level personnel or administrative specialist who gets promoted. This promotion starts the 7-level upgrade training process. You may never have to deal with a 3-or 5-skill trainee, but I included the associated training requirements for your information. Below are the requirements for skill level upgrade. For more information, refer to AFI 36-2201.

### Apprentice/**3-Skill Level** Award

Attend technical school

### Journeyman/**5-Skill Level** Award

Immediate entry into OJT

Completion of mandatory CDCs (if applicable)

Minimum of 15 months OJT

All core and duty position tasks completed in the CFETP

Supervisor recommendation

Mandatory requirements outlined in AFM 36-2108

### Craftsman/**7-Skill Level** Award

OJT starts the first day of the promotion cycle (1 Sep).

Minimum of 12 months OJT required prior attending 7-level technical school

Completion of the 7-skill level technical school (if required)

Completion of applicable 7-level CDC (if required)

Supervisor recommendation

Mandatory requirements outlined in AFM 36-2108

Minimum of 18 months OJT

### Superintendent/**9-Skill Level** Award

Hold the rank of SMSgt

Attend the AFSNCOA in-residence

## 6. Where to Go From Here

There you have it, a very basic and simple guide to enlisted training requirements. You can use this information to strengthen and enhance your training program, and it makes a great topic for In-Service Training. Remember, training processes such as documentation, MTL and upgrade training apply even in the EPME world.

Where do you go from here if you need assistance? I strongly urge each school to establish a good working relationship with their unit-training manager (UTM) and/or local base training manager. These individuals can provide on-the-spot guidance regarding Air Force and local training policies and procedures. Get on their annual Staff Assistance Visit (SAV) schedules. SAVs provide an opportunity to determine the health of your training program, and ways to improve. You may have a great program, but there's always room for improvement. Besides, if you do have a great training program, share it with others who might benefit from your ideas.



The Air Force Training Course (AFTC) is another great source for training information. As a minimum, I recommend this class for your school's appointed unit-training monitor. Even though this course is not mandatory for Academic Instructor School graduates (see AFI 36-2201), it provides valuable information and guidance. Contact your UTM or base training office for scheduling information.

The **Error! Bookmark not defined.** contains a link to enlisted training. From this link, you can find updated Air Force training publications, policies, training checklists, messages and other important training items.



Finally, you can call me anytime at DSN 596-1604 or e-mail me at **Error! Bookmark not defined.** for assistance.

### **Attachments**

Initial Evaluation/Orientation Worksheet  
CFETP Transcribing Procedures Message  
Glossary

# Initial Evaluation & Orientation

An initial evaluation and work center orientation has been accomplished. As minimum the following items were covered:

1. Training Record Review

- Identify duty position
- Identify work center duty requirements
- Evaluate & validate previously certified required tasks
- Identify tasks requiring training
- Establish training plan for tasks requiring training

2. Explain

- Schoolhouse & work center mission
- Schoolhouse & work center chain of command
- Upgrade training requirements if applicable
- Qualification training requirements
- Introduce co-workers
- Duty requirements
- Duty hours, uniform requirements etc
- Duty performance expectations & standards
- Safety standards and procedures
- Security procedures and requirements

3. Other (List any other items briefed or discussed)

Date\_\_\_\_\_

Current Work Center\_\_\_\_\_

Trainee Signature\_\_\_\_\_

Supervisor Signature\_\_\_\_\_

Atch 1

SUBJECT: CFETP TRANSCRIBING PROCEDURES (98-57)

1. THIS MESSAGE CLARIFIES AND FURTHER STREAMLINES PREVIOUS GUIDANCE PROVIDED ON TRANSCRIBING A NEW OR REVISED CFETP. THE FOLLOWING PROCEDURES ARE EFFECTIVE THE DATE OF THIS MESSAGE. USE THE NEW CFETP TO IDENTIFY AND CERTIFY ALL PAST AND CURRENT TASK QUALIFICATIONS UNLESS AN AFJQS HAS BEEN MANDATED. TRANSCRIBE QUALIFICATIONS IN THE FOLLOWING MANNER:

A. FOR THOSE CORE AND CRITICAL TASKS PREVIOUSLY CERTIFIED AND REQUIRED IN THE CURRENT DUTY POSITION, EVALUATE CURRENT QUALIFICATIONS AND WHEN VERIFIED, RECERTIFY USING CURRENT DATE AS COMPLETION DATE, AND ENTER TRAINEE'S AND CERTIFIER'S INITIALS. REMEMBER, DURING THE TRANSCRIPTION PROCESS NO TRAINING IS TAKING PLACE. THEREFORE, THE TRAINER'S INITIALS ARE NOT REQUIRED.

B. FOR NON-CORE AND NON-CRITICAL TASKS PREVIOUSLY CERTIFIED AND REQUIRED IN THE CURRENT DUTY POSITION, EVALUATE CURRENT QUALIFICATIONS AND WHEN VERIFIED, RECERTIFY USING CURRENT DATE, AS THE COMPLETION DATE AND ENTER TRAINEE'S AND TRAINER'S INITIALS.

C. WHEN TRANSCRIBING PREVIOUS CERTIFICATION FOR TASKS NOT REQUIRED IN THE CURRENT DUTY POSITION, CARRY FORWARD ONLY THE PREVIOUS COMPLETION DATE OF CERTIFICATION (NOT THE INITIALS OF ANOTHER PERSON). IF AND WHEN TRANSCRIBED TASKS BECOME DUTY POSITION REQUIREMENTS, RECERTIFY USING STANDARD CERTIFICATION PROCEDURES.

D. THE PERSON WHOSE INITIALS APPEAR IN THE TRAINER OR CERTIFIER BLOCK DURING THE TRANSCRIPTION PROCESS MUST MEET THE REQUIREMENTS OF THEIR RESPECTIVE ROLES.

E. UPON COMPLETION OF THE TRANSCRIPTION PROCESS, GIVE THE OLD CFETP TO THE MEMBER.

2. THESE PROCEDURES WILL BE INCLUDED IN THE REVISION OF AFMANS 36-2245 AND 36-2247 AND FUTURE REVISIONS OF CFETPS.

3. THIS MESSAGE RESCINDS HQ AFPC/DPPAT MESSAGE DTG: 131158Z MAR 98 (CFETP TRANSCRIBING POLICY AND PROCEDURES (98-08)). THE UNIT EDUCATION AND TRAINING MANAGER WILL ENSURE EACH WORK CENTER FILES A COPY OF THIS MESSAGE WITH THEIR MASTER TASK LISTING (AFI 36-2201, PARA 4.10.9) UNTIL THE CFETPS MIRROR THESE PROCEDURES.

4. THIS IS A COORDINATED HQ USAF/DPDE AND HQ AFPC/DPPAT MESSAGE.

# Glossary

**Career Field Education & Training Plan (CFETP):** A comprehensive core training document that identifies:

- ALife cycle education and training requirements
- ATraining support resources
- AMinimum core tasks for a specialty or SDI

**Certification:** A formal indication of an individual's ability to perform a task to required standards.

**Certifier:** A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

**Core Task:** Task that AF Career Field Managers identify as minimum qualification requirements within an AFSC/SDI.

**Go/No Go:** The stage at which an individual has gained enough skill, knowledge, and expertise to perform the task(s) without supervision.

**Master Task Listing (MTL):** Document(s) maintained within the work center that identifies all tasks performed in the work center. This includes core and wartime tasks. This document can be automated.

**Master Training Plan (MTP):** A comprehensive plan for providing training. Usually contains the MTL, CFETP/STS/797, and any other documents that support work center training.

**On-the-Job Training (OJT):** Hands-on, over the shoulder training that trainers use to prepare personnel for task certification. OJT is used in upgrade and qualification training.

**Qualification Training:** Hands-on performance training used to qualify an individual in a specific position. This type of training occurs during and after upgrade training.

**Specialty Training Standard:** An Air Force publication that describes skills and knowledge that an airman in a particular specialty or SDI needs on the job. This document may be used to indicate task certification and training requirements.

**Trainer:** A trained and qualified person who teaches airmen to perform specific tasks through OJT methods.

**Upgrade Training:** Training that leads to the award of a higher skill level.

Atch 3